

Alcohol Use and Abuse in My Community



Elizabeth Glaser
Pediatric AIDS
Foundation

Until no child has AIDS.



Project Summary

The Eswatini Ready, Resourceful, Risk Aware (Triple R) Project: OVC, Adolescent Girls, and Young Women (locally named Insika Ya Kusasa) aims to prevent new HIV infections and to reduce vulnerability among orphans and vulnerable children (OVC) and adolescent girls and young women (AGYW) in Eswatini. Insika Ya Kusasa helps HIV-negative OVC and AGYW stay HIV-free and supports those who are HIV-positive to lead healthy lives. To these ends, the project increases socio-economic resilience to the impact of HIV and uptake of high-impact HIV, sexual and reproductive health, family planning, and sexual and gender-based violence services among OVC and AGYW.

For more information about the project or Pact, the organisational lead for this project, please contact us:

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Job aid themes and priorities were developed based on focus group discussions held in July 2019 with AGYW reached within the Insika programme and Life Mentors. An Innovations Workshop conducted with beneficiaries, Life Mentors and Field Officers in August 2019 further refined content and approach for new job aids, and are intended to reference key content and messages covered from previous Insika job aids.

Key inspiration for messages for this job aid reflect the voices of AGYW and Life Mentors within the Insika programme. Content and activities for this job aid were developed after review of multiple US-based alcohol literacy communication tools aimed at adolescents and young adults, including mediadetectiveprograms.com or alcoholliteracychallenge.com and an online sourced South African video advertisement for alcohol found on www.youtube.com/watch?v=OrDAfhj7UOg. Content was also drawn from Soul City (2009) Buddyz Learn About Alcohol and Take Action with select activity methodologies adapted from Grassroots Soccer AMAA SKILLZ Toolkit (2016), JHCCP (2008) African Transformation and Ematje Ekwewela (Stepping Stones 2015) Swaziland for the REACH III Project, which is adapted from Jewkes R et al. Stepping Stones (2008) South Africa.

Disclaimer

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ALCOHOL USE AND ABUSE IN MY COMMUNITY

CONTENTS

DISCUSSION GOALS

Recognise the dangers of alcohol, impaired decision-making and vulnerability to violence.
Help identify strategies to stay safe in unsafe spaces.

DISCUSSION TOPICS AND ACTIVITIES

Reflections (3 minutes)

Activity 1: Take A Stand (5 minutes)

Activity 2: Reflections on Alcohol's Promise and Reality (25 minutes)

Activity 3: Am I Safe? Revisiting Mapping of Unsafe Places and Situations - Alcohol In My Community (15 minutes)

Activity 4: Stay, Walk Away, Get Help (20 minutes)
Wrap-Up (2 minutes)

Note to mentor:

By end of mentorship session, AGYW should:

- ✓ Recognise the dangers of alcohol to them, their partners and community
- ✓ Be able to develop strategies to deal with unsafe situations where alcohol is involved
- ✓ Be able to identify any immediate support or services needed – PrEP and PEP
- ✓ Agree on next group or one-on-one mentorship session.

DISCUSSION LENGTH | 1 hour 10 minutes

KEY TO ACTIVITY PLANNING



Activity Objectives



Activity Time



Materials Needed

Getting Started

- ▼ Find a comfortable, private location for you and your mentee(s) to sit together to talk. If you are working with a group, ask everyone to sit comfortably in a circle. Everyone should be at the same level, including yourself. *(If having a one-on-one session, just sit facing each other with the AGYW/mentee.)*
- ▼ Ask your mentee(s) to quickly share something good that has happened since the last session.

Reflection

- ▼ Remind AGYW of key messages learned from the last time you were together, as well as any actions they may have taken.
- ▼ Acknowledge any steps taken based on the previous discussion.
- ▼ Ask how many reflected on the last session?
- ▼ Check for any questions from the previous topic(s) that they would like to discuss.
- ▼ Politely correct any wrong information without embarrassing the person who gave it.

Introduce Mentorship Topic

- ▼ Today, we are going to focus our discussion on alcohol and its impact on us as adolescent girls or young women, our relationships and the community. Let's start with where we stand. *(If needed, highlight the information on the next box to help them understand alcoholism a bit more deeply.)*

Note to mentor about alcohol use and alcoholism:

AGYW are very likely to find themselves in situations where they or others are drinking alcohol. Alcohol use is very common and not problematic if drunk in moderation. It is important, however, for everyone to be mindful of how alcohol can affect judgement and behavior, particularly, when you drink more than one or two glasses. The effects of too much alcohol can happen very quickly and are dependent on a person's size, body weight, and even how much food has been eaten. Some people drink alcohol to reduce stress or be free and may not take care of how much alcohol they are drinking before they have had too much to drink and become drunk. **Because not everyone is the same, it is important for AGYW to know their own personal limits and motivation and to be mindful of how others are drinking and behaving around them.**

Situations where AGYW may be dealing with or know someone who has alcohol dependence or suffers from alcoholism are extreme and serious but also not as common. If AGYW are in these types of situations, it is important for them to know the facts and warning signs. People used to think that people suffering from this disorder were bad people and should just change their behavior or had some sort of fault. In fact, some people still believe this. However, most scientists now agree that alcoholism is a long-term illness or disease, like diabetes. **Most people can reduce or stop drinking. However, some people develop a dependence on alcohol, where their drinking is uncontrollable and/or dangerous.**

Alcohol use disorder can affect anyone, regardless of their wealth, gender, employment status, or race. Nobody knows for sure exactly what causes it, but the chance of developing an alcohol use disorder depends partly on genes, or biological features passed down through families. A person's environment, genes, and stress levels also play major roles in contributing to the use of alcohol.

Some warning signs that a person may suffer from alcohol use disorder include:

- Memory loss (blackouts from drinking)
- Often has hangovers (headaches and feeling unwell after drinking)
- Drinks more than their friends
- Makes excuses to drink, such as to relax, deal with stress, or have fun
- Chooses drinking over other responsibilities (like work, friends, or family)
- Becomes isolated and distant from friends and family
- Often drinks alone or in secrecy
- Says they will not drink today, but still ends up drinking
- Has friends or family members who often worry or complain about their drinking

People exhibiting these behaviors need help to stop drinking.

If AGYW experience these symptoms or are dealing with someone with these symptoms, they should talk to someone they trust and get contact details of local support organizations available.

Refer them to *The Potter's Wheel*, which can be contacted on 2404 8101 or 2410 5509.

ACTIVITY 1: Take A Stand (Agree, Disagree and Why?)



To introduce a debate on perceptions around alcohol use



5 Minutes



None

Step 1: Read the statement below and ask AGYW if they **agree, disagree**, or are **not sure**. Ask AGYW to take a stand by standing up if they agree, sitting down and shaking their head(s) if they disagree or sitting down and putting a hand over their mouth if unsure. *(If having a one-on-one session, ask the AGYW to tell you whether they agree, disagree or are unsure and then explain why?)*

Statement: Anyone can control the amount of alcohol they drink

Step 2: Ask them to discuss why they take a certain view *(choose one or two AGYW who agree, one or two who disagree and one or two who are unsure, to explain, depending on the views expressed).*

Possible answer (emphasise this to the AGYW):

There are many people who drink alcohol and are able to control how much they drink. However, there are people who show signs of alcohol dependence and cannot control themselves because they are addicted. They have a disease called alcoholism.

Step 3: Summarise key takeaways

- ▼ While alcohol use is part of every community, many people don't have enough information about how it affects our body and mind, and how it can contribute to problems in our community.
- ▼ During this mentorship session, we will explore how the use of alcohol impacts our lives, and what we can do to stay safe.

Let's talk a bit more about what this might mean for us.

ACTIVITY 2: Reflections On Alcohol's Promise And The Reality



Reflect on how alcohol promotion is used to encourage early and frequent drinking and its reality in our community



25 Minutes



Video clip of alcohol commercial, picture of body

Step 1: Introduction: Say: First, let's look at how alcohol is promoted to people. I want to show you a short video clip from South Africa (Source: www.youtube.com/watch?v=OrDAfhj7UOg). While you watch, think about how the advert wants you to feel about the men and women who buy or drink alcohol.

Step 2: Ask:

- ▼ What are the qualities of someone who is in the commercial? (*modern, with money, happy, having fun with friends, promise of getting sex, etc.*)
- ▼ Who are advertisers targeting? (*men and women, but focus is often on how it will make men feel*)
- ▼ Do you think it is a true reflection of what happens when people drink? (*not necessarily*)
- ▼ Why or why not? (*While some people can control their drinking and have fun while drinking, in most cases, alcohol consumption can have bad consequences, like someone driving drunk and having an accident; having sex with someone you don't know well without a condom or even getting raped; and/or beating someone up or getting beaten up, amongst other things.*)

Say: A lot of young people also drink alcohol because they want to have fun, however, there are many safe ways of having fun without alcohol. For example: You could take up a new hobby, like running, reading, or join a community or church youth club, volunteer at the community Care Point, join a local sport team, e.g. netball or soccer team, or do other activities that can keep you busy.

Step 3: Explore how alcohol affects the mind and body

Ask:

- ▼ What happens when we drink alcohol?
- ▼ What happens when people get drunk?

Possible responses from AGYW:

- ▼ *You feel happy*
- ▼ *You become less shy/more free*
- ▼ *You feel brave and willing to do something you normally would NOT do*
- ▼ *It makes you willing to try something you haven't done before*
- ▼ *It can make you walk and talk funny*
- ▼ *It can make you sick or lose consciousness*
- ▼ *You can't think clearly*
- ▼ *It can make you lose control of your emotions and even become violent*

Step 4: While seated together, explain that you will now read some statements and the mentee(s) should say if they are true or false and why.

Alcohol is a drug (TRUE)

- ▼ Alcohol is a drug that has physical effects on your bodies and minds. **<Show body picture and review the harmful effects of alcohol on the body>**
- ▼ When you misuse it, you no longer think clearly. You take risks. You say and do things you would not say and do if you were sober. This often leads to violence.

What Everyone Needs To Know:

Short-term effects of drinking alcohol

Eyes

- blurred or double vision

Mouth and throat

- slurred and confused speech

Blood and circulation

- alcohol levels in the blood rise
- alcohol moves rapidly to all parts of the body, including to an unborn baby

Liver

- break down alcohol at an average rate of one standard drink per hour

Kidneys and fluid balance

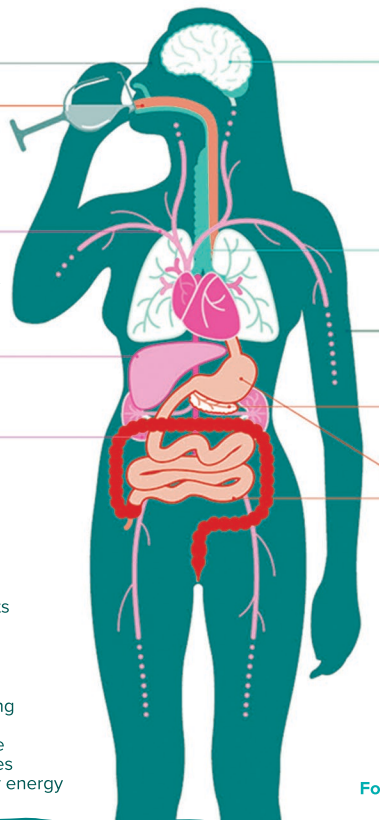
- more urine is made
- loss of minerals and salts
- dehydration

Bones and muscles

- clumsiness and difficulty walking
- broken bones, sprains, cuts bruises and internal injuries (from falls, assaults and traffic crashes)

Whole of body

- coma and death from alcohol poisoning
- death from injuries
- existing health conditions made worse
- interactions with other drugs/medicines
- alcohol breakdown products used for energy



Brain and nervous system

- thought processes, judgement and concentration are impaired
- mood changes
- loss of memories (blackouts)
- disrupted sleep

Lungs

- alcohol levels in the breath rise

Skin

- flushing and sweating

Pancreas and sugar balance

- sugar levels in the blood lower

Stomach and intestines

- alcohol is absorbed from the gut into the blood
- indigestion
- diarrhoea
- nausea and vomiting
- inflamed lining

Sex organs and pregnancy

- sexual performance reduced (in men)
- chance of unsafe sex, sexual assault and unplanned pregnancy
- potential miscarriage, stillbirth or long-term damage to an unborn baby

Long-term effects of drinking alcohol

1. Brain damage, addiction and stroke
2. Stomach ulcers
3. Liver disease
4. Intestinal ulcers and cancer
5. Heart disease
6. Muscle weakness
7. Sexual impotence
(kungavuki kwetindvuku emadvodzeni)

Small amounts of alcohol are not harmful. (FALSE)

- ▽ Small amounts of alcohol are not harmful for most adults, however:
 - The effects of alcohol on an individual vary depending on your weight, nutritional state, gender, exposure to other drugs, and other factors.
 - There is no safe amount of alcohol to drink while you are pregnant. Alcohol can cause severe developmental problems for your baby.
 - A lot of alcohol over a long time can make you die young. It destroys brain cells, causes damage to your liver, causes cancer, stomach problems, high blood pressure and strokes.
 - Alcohol abuse is when you use alcohol in a way that causes you harm or you harm others.
 - If you get to a point where you cannot live without alcohol, you are alcohol dependent. Alcoholism is a serious disease.

People often take risks when they are drunk (TRUE)

- ▽ People do often take risks when they are drunk. For example:
 - They may have sex with someone that they wouldn't have if they were sober
 - They may not use condoms or may not use them correctly.
 - They could get, or pass on, HIV or other sexually transmitted infections.
 - Girls and women can get pregnant.
- ▽ People often fight with each other when they drink too much.
 - Partners may say hurtful things to each other that they may regret.
 - Partners may physically hurt or beat each other up.
 - Children may get beaten up.

- Terrible accidents happen at work, at home and on the roads, causing injury and even death.
- Alcohol abuse may lead to health problems and, in some cases, death.

Step 5: Tell the AGYW you will now read “what men say” about alcohol’s effects, based on quotations from real people.

- ▽ If they have heard this or know this to be true, tell them to snap their fingers.
- ▽ Afterwards, ask them if they have heard of any other experiences from men?

What Men Say:

“When you are drunk, one tends to be violent and short-tempered. When somebody says something you don’t like, you fight him (ushisa incindzi). You may even find yourself badly beating up a friend who thought he was just making a joke, as per usual, something you were going to avoid when you were sober.” ***This was said by a man from Siteki.***

“As husbands, some of us men come home so drunk that we kick everything in sight; cats, dogs, children and even harass our wives in front of our children. This is not good for our children because they become angry people and may even also become abusive drunkards when they grow up and do exactly what they saw their fathers do.” ***This was said by a man from Nhlangano.***

“When guys are out with their friends drinking, they often dare each other to get that girl and see if he can have sex with her. Once, I actually woke up next to a girl I didn’t even know! I’d had a lot to drink the night before and couldn’t remember what had happened. It turned out that we’d had sex – without using a condom! I am now worried as I think about having an HIV test.” ***This was said by a man from Manzini.***

Step 6: After this, share “what women say” about their experience of alcohol. Ask the AGYW to add other experiences as well.

What Women Say:

“Sometimes our mothers drink and come home extremely drunk and start shouting and insulting you. As a child, you try to ask her to stop making noise because you are trying to study, but she will carry on cursing and cursing.” ***This is the experience on a teenage girl from Msunduzi, in Mbabane.***

“I didn’t really want to have sex with my boyfriend. But one night we went to a party and I had some alcoholic drinks – those sweet drinks that don’t taste like alcohol. I agreed to have sex. We forgot to use a condom. I got pregnant” ***This was said by a 16-year old girl from Pigg’s Peak.***

“My dad often comes home drunk from the shebeen. When he’s drunk he gets angry at little things. Sometimes he hits my mom. My mum calls that shebeen hell (*esihogweni*)” ***This was said by a 15-year old teenage girl from Luve.***

Takeaways:

- ❑ Alcohol advertisements are trying to get people to buy and drink alcohol by promoting a kind of role model and fancy lifestyle. These advertisements are everywhere – on TV, radio, magazines, billboards, stickers, posters, etc.
- ❑ Our exposure to these advertisements makes alcohol use seem not only normal, but popular as well. As a result, there is an increasing number of children introduced to alcohol across the world.
- ❑ People are encouraged to drink by friends. They may see their parents drinking; they may be offered a drink on a date to relax; or to get into the mood before sex.
- ❑ The reality is that alcohol is a drug that has short-term and long-term effects on us. We all need to be aware of the effects of alcohol use, abuse and addiction on us and our loved ones and how it affects our safety.
- ❑ While alcohol use is often introduced as a way to have a bit of fun, relax and de-stress, there are other safe and fun options to consider with friends/partner. (ie. hobby, running/hiking, church group, sports.)
- ❑ The most important thing is to know your own limits, your priorities and to be in control of the situations you find yourself in.

Let's close our eyes for a minute and, if you take alcohol, think about your own alcohol use. If you have a caregiver or partner who drinks alcohol, I want you to also think about this and whether any of this puts you at risk.

ACTIVITY 3: Am I Safe? Revisit Unsafe Places and Situations for Alcohol In My Community



Explore situations in my community where drinking alcohol can affect my safety



15 Minutes



None

Step 1: Introduce the story below for discussion.

Gijima! – a Young Girl's Story

Mbali is 14 years old. Her father sends her to the shebeen every day when he comes home from work. 'Get me a bottle of my usual', she knows he will say. 'And be quick. Gijima! I am very thirsty.'

Mbali hates the journey to the shebeen three houses away, and she drags her feet along the dusty road. Outside the shebeen, men who hang around there try to touch her. 'Hey you, don't be so cheeky. I'll get you', they tell her when she frowns and pulls away from them. They smell of booze and stumble around.

Once, it was even worse. While she was waiting to be served, a drunken man pulled his gun out to shoot another man he was arguing with. He knocked Mbali



over onto a metal chair. The large bruise on her arm and her sore ribs lasted for a long time and stopped her playing in her netball team. She often rubs the scar where a broken bottle cut her knee.

Sometimes, just before her father comes home, she runs next door, and climbs up the big mango tree in the neighbour's backyard. Her neighbour, Mama Dlamini, does not mind. When Mbali's father asks, she shakes her head and replies that she hasn't seen Mbali around at all. And when he leaves, Mama Dlamini comes over to the tree, and they talk in whispers about how things are.

But today, Mbali does not climb the tree next door. Instead, she goes to her room.

'Mbali! Aren't you gone yet?' Mbali's father shouts. You can finish your homework when you get back.'

But Mbali knows that homework will be impossible. When her father is drunk, he orders her around all night. She can't take any more zeros for homework at school.

'Gijima, I said!' shouts her father.

Today, that is exactly what Mbali has decided to do. But not to the shebeen to buy beer for her father. From her room she collects her clothes and picks up her school bag.

'Don't worry. I'm going right now, baba,' she calls from the door, and slips out quickly before he sees her. She gently closes the door and starts to run.

Step 2: Ask questions and get responses from AGYW

- ▼ What do you think of Mbali's story?
- ▼ What do you think of Mbali's father for making her go to the shebeen for him? Do you see kids like this in your community?
- ▼ Do you think that many alcohol sellers are happy to sell alcohol to people under the age of 18?
- ▼ What might be signs that Mbali's father has a drinking problem?
- ▼ What do you think Mbali will do?
(She may go to her neighbour Ms. Dlamini for help – maybe stay with her.)
- ▼ How would you like the story to end?
(Her father stops drinking, Ms. Dlamini takes care of her for good, maybe the shebeen is closed down or is no longer allowed to sell to young people.)
- ▼ Do you think her father could stop drinking? If not, what could he do?
(He may have a real drinking problem and needs support to stop drinking. Help can be sought from the local pastor or health professional or The Potter's Wheel Church, which offers residential support services for both men and women who need it. They stay at the center to receive counselling, needed help and skills to avoid alcohol use before they go back home.)

Note to mentor

While you will identify a range of unsafe places, it is also good to remind AGYW of safe places that they can go to when they feel unsafe.

Unsafe Places: bars, shebeens, veld, walking along road near construction workers, marketplace – some girls might also identify home, pathways to school, or places where they work.

Safe Places: my home (or relative's home), my school, my friend's house, my neighbour's place, the LM group, etc.

The Potter's Wheel also takes in women who may be abused and find themselves with nowhere else to go. They provide them with basic pastoral counselling, emotional and physical care needed, before they are released into a healthier environment.

Step 3: Mapping of safe places and people in our community

Say: Knowing where unsafe places and where alcohol abuse is happening in our community is important to developing strategies to be safe.

Ask:

- ▼ Do you remember that we once did an activity in which we mapped safe and unsafe places in our community (*Getting The Love I Deserve*)?
- ▼ What were some of those unsafe places we identified? And why? (see box of unsafe and safe places on page 15 - bars, shebeens, veld, etc.)
- ▼ Are any of the unsafe spaces we discussed the same places where alcohol is being consumed in our community?
- ▼ Can we stay safe if we are near those places? How?

Takeaways:

- ▼ Every one of us has likely been in at least one situation where we have had to deal with someone drunk, or maybe have been drunk ourselves.
- ▼ These situations can make us feel very unsafe and can put us at risk.
- ▼ Risky situations can include losing control, drinking and driving, having sex without a condom or with someone we don't know well, and even violence.
- ▼ We are put in these risky situations because our alcohol use affects our judgement and ability to make a clear decision to protect our health and safety. We end up making a bad decision because we lose our ability to understand what is happening or fully understand the consequences of our actions.
- ▼ It is important to recognise those places and situations that put us at risk and to have good strategies to avoid them and be prepared.

ACTIVITY 4: Stay, Walk Away, Get Help!



Explore ways to deal with situations of risk through an interactive game



20 Minutes



Scenario Cards

Step 1: Introduce tools to deal with risky situations. Explain why it is important to be prepared with PrEP and contraceptives.

Say: When you are faced with a situation where you are dealing with alcohol, it is helpful to have tools that you can use.

Say: **Remember, our first tool is to be prepared.**

- ▼ As we have discussed in earlier job aids, we should always consider the benefits of PrEP to prevent HIV - especially in situations or with people we don't feel in control with. Contraceptives should be used to prevent unplanned pregnancy.
- ▼ You can get these services from DREAMS on Wheels or our local facility and, as your Mentor, I am here to support you if you want a referral.
- ▼ Remind AGYW of what PrEP is from previous job aid session or use the PrEP video.

Step 2: Explain when you can use “I” Statements.

Say: **The second tool is to stay and say how you feel using “I” statements.**

You use an 'I' statement when you want someone to

- ▽ First, understand **how you feel**,
- ▽ Know **what behaviour you want them to change**.

For example: Mbali could have told her father:

- ▽ *I feel scared at the tavern because men try to touch me.*
- ▽ *I feel angry when you ask me to buy your beer for you.*
- ▽ *I don't want to be sent to the tavern anymore.*

Sometimes we can write a letter to explain to the person how we feel, and what we want them to do differently, if it is difficult to say it face to face.

Ask: Can you think of some more examples of what she could say or do? What are they?

- ▽ **For example:** She could have asked her neighbour to be with her when she talked to her father. She could also emphasise how much she cares about her dad's health.

Ask: What could you say to deal with pressure from a friend or a partner to drink?

- ▽ *I feel more in control when I choose if and when I drink.*
- ▽ *I don't want to drink, so please don't put pressure on me now.*
- ▽ *I feel good without drinking.*

Step 3: Explain when it is important to "Walk Away".

Say: The third tool is to 'walk away'

- ▽ In some situations, there is no point in talking to the person who is upsetting you.

- ▼ For example, there is no point in talking to someone who is drunk. Often, they just want to argue and fight.
- ▼ Walk away from someone who is drunk, even if it is your partner, mother or father.
- ▼ Go and find a safe place to be. Can you share where that safe place is for you? (*Note the safe places highlighted in the previous section*)
- ▼ Talk to them when they are sober.
- ▼ If they don't listen, get help from a responsible adult. Who would that be for you? (*It may be a teacher, neighbour, relative, others?*)

Step 4: Explain when it is important to “Get help from someone you trust”.

Say: The fourth tool is to ‘get help from someone you trust’

- ▼ There are situations where you need the help of a responsible friend or adult.
- ▼ You may have tried the other tools and it didn't work out or you know this is a situation that you cannot manage on your own.
- ▼ *If something didn't go right, you need to get help from someone you trust to talk about what happened and to find a way to protect yourself in the future.*

Reminder for Mentor:

Emergency Contraception: is a contraceptive pill which is taken after unprotected sex to prevent pregnancy. **It needs to be taken within 72 hours after the event.**

PEP (post exposure prophylaxis): are ART drugs taken after being potentially exposed to HIV to prevent becoming infected. PEP must be started within 72 hours after being exposed, but the sooner you start PEP, the better. Every hour counts.

If AGYW have questions, remind them of key messages from Job Aids: PrEP and PEP and My Children and Me.

- ▼ *If you found yourself in a bad situation where you had risky sex, you need to get Emergency Contraception and PEP within 72 hours after the event. (Remind the AGYW of DREAMS on Wheels and local facility for help)*
- ▼ *If the risky sex was actually rape, you need to get support and counselling through the project or through the service organizations that deal with these situations (remind the AGYW of the contact details of the key organizations).*
- ▼ *Think about other situations you might face and who you would turn to for help. (It may be your relative – mother, sister, aunt or uncle, or your neighbour, teacher, or me as your Life Mentor.)*

Step 5: Explain when it is important to “Get help from someone you trust”.

Introduce the game: We are going to play a game. You decide if you will stay, walk away or get help.

Scenarios

- ▼ We will read a scenario card.
- ▼ Tell us what you would do (stay, walk away, or get help) in the situation, and explain how. (You can even roleplay)
- ▼ Everyone should have a chance to participate.
- ▼ Make sure that everyone feels that the solution will work.

Scenario Cards:

Lindo is out with her friend. Everyone is drinking and they are teasing her for saying no to one more drink.

Options: Stay and talk it out using 'I' statements. Walk Away: If you think they are putting too much pressure on you.

Nosipho's boyfriend has come over drunk. He wants to have sex and is refusing to use a condom. He is getting angrier with her refusals.

Options: Stay and talk it out using the 'I' statements. Walk Away: Can I go to a friend or family member's house? Can I leave the relationship? If No Clear Option (in the moment): Consider immediate use of PEP, if you think that he has been having unprotected sex with other women. Consider PrEP in advance to reduce HIV risk if you feel this is not a relationship you can leave.

Prompt: Ask the AGYW – do you recall from our previous session together what PrEP is and how it can protect you? (Show the PrEP video if they forgot)

Nomcebo realises that she has had too much to drink on her date. She is feeling a bit unsteady and out of control.

Options: Stay and talk it out using 'I' statement. Walk Away: Give an excuse to go using 'I' statement. "I am feeling tired (or unwell) and have a big day tomorrow. I think it is time to go home. Can we get together another time?"

Zandile always passes the shebeen on her way home from school. The men call out to her and even try to grab her as she passes.

Options: Walk away - or avoid the place, if possible. Consider a safer, alternate path for future journeys.

Lindiwe's husband has come home drunk and angry. He is already starting to yell at her and she fears for her safety.

Options: Walk away or get help. Consider PrEP to reduce HIV risk if you feel this is not a relationship you can leave.

Fezi has woken up in a bed she doesn't recognise. She has no idea what happened and suspects she has had unprotected sex.

Options: Walk away as soon as possible. Tell the AGYW: Any situation where you have had sex without your explicit consent is sexual assault. Get immediate medical services for post GBV care, which will include emergency contraception and PEP.

Prompt: If you are in danger, you should contact the community police, the GBV provider in your area. DREAMS on Wheels provides PEP and post GBV care. I can also provide you with referrals and support.

Step 6: Summarise key takeaways and remind the AGYW of key services available (ie. PrEP, PEP, contraceptives, and alcohol dependence support from The Potter's Wheel).

- ▼ Alcohol use and abuse in our communities is a reality and creates challenges for our safety.
- ▼ Know the difference between safe alcohol use that you and others you are with can control, versus situations where alcohol use and abuse can put us at risk.
- ▼ You also need to know your limits, your priorities and consider safe options to alcohol use.
- ▼ It is also important to remember our four tools to stay safe in situations where there is alcohol (Be prepared, use “I” statements, walk away, and get help).
- ▼ Being prepared is key. PrEP is a good option for women who are dealing with alcohol issues in order to protect themselves from the risk of getting HIV. Contraceptives are also important to prevent unplanned pregnancy. DREAMS on Wheels provides both.
- ▼ Know when you can stay, but also when the best thing to do is to walk away. Your “I” statements can help you communicate your needs and priorities to someone you trust. But this won’t work if someone is drunk and cannot use good judgement at that moment.
- ▼ Remember, we can’t always prevent these situations in the moment. This is why getting help is so important, like from me, your Mentor, someone else you trust, and through available services.
- ▼ When we find ourselves in situations where we have been exposed to the risk of HIV through risky sex or rape, it is important to know that it is not your fault, but you need to act right away. It is important to access PEP and emergency contraception as soon as possible, within 72 hours, to reduce the chances of getting HIV and pregnant. PrEP and PEP are both available on Dreams on Wheels. You can also visit your nearest health facility for help.



It is also important to talk to someone around strategies that you can take going forward. Alcohol abuse is difficult to manage on your own. You can consider the support available from Potter's Wheel for you or a family member. I can help you with these referrals if needed.

WRAP UP

1. Thank AGYW again for coming. Ask each AGYW to mention one thing that they have learnt today and one thing that they are looking forward to applying in order to ensure they stay safe, even if they find themselves exposed to alcohol in any way.
2. Ask if there are any more questions about today's discussions that anyone would like to ask.
3. Agree on and remind everyone of the time and place for the next meeting and say you look forward to seeing them all again there.

The End

Next Step: Schedule one-on-one Mentorship Meetings

ALCOHOL USE AND ABUSE IN MY COMMUNITY

Specific probing questions for one-on-one mentorship or follow-up to session:

- ✔ How do you feel about your ability to make safe choices in your relationship right now?
- ✔ What do you think about your drinking habits? What do you think about your friend's and family members' drinking habits?
- ✔ What steps can I help you take to address this and make you feel safer?
- ✔ Would you like to discuss options further with me, or someone who is a professional?
- ✔ Can we discuss the benefits of PrEP?
- ✔ "If it happens that you have an unplanned sexual encounter, what can you do within 72 hours to protect yourself from HIV and prevent pregnancy? (answers: PEP and emergency contraception).

Key Checklist of next steps for mentorship support:

- ✔ Organise for one-on-one so she can talk to someone more about her particular problem.
- ✔ Suggest she joins the Insika social media platforms (**Facebook, WhatsApp and or U-Report**), where she can engage with other AGYW on these and other issues or ask questions in an anonymous way.
- ✔ Remind her of specific services offered that she might need (*contraceptives, PrEP, condoms, post GBV care, OVC support*)
- ✔ Always reference specific job aid content done that may come out as a renewed need for her or for the small group. (*Getting the Love I Deserve, PrEP and PEP, How Do I Protect Myself With Condoms? etc.*)
- ✔ Link to livelihoods through business mentors.
- ✔ Make sure every AGYW understands their rights under the Sexual Offences and Domestic Violence (SODV) Act and what resources are available to them.

Always watch for key warning signs for immediate intervention

- ✔ Does it seem like she's in a violent situation?
- ✔ Does it seem that she or her partner struggle with alcohol dependence?
- ✔ Does it seem that she is overwhelmed or a danger to herself or others?

You should:

- ✔ Reassure her that she is not alone and that you are there to help her
- ✔ Help her to identify safer options and supporters in her community
- ✔ Commit to continued support by phone or visits

Check Your Mentee's Progress Towards Meeting Goals and Actions that were set during Job Aids 1 and 2:

- Let's review your Goals and Actions.
- Have you taken any steps to reach those goals?

ACTION STEP for LM:

- Mark any completed goals in mobile tool/phone as "COMPLETE", "NOT STARTED" if it hasn't started, or "ONGOING" if it has started but is not complete.
- Find out why the goals are not complete and address any needs for linkage.

REFERENCES

The Insika Job Aids are evidence-based materials drawn from formative research with AGYW and life mentors reached through the Insika programme and further refined through joint development of themes and content through an innovations workshop held. The methodologies used are drawn from well-known behavioral theories and adapted curricula. Two key theories provide the foundation for curricula design: Albert Bandura's Social Learning Theory – which proposes that people learn new behaviours and identify their own strengths and self-efficacy when they see them modelled in others and Paolo Friere's Empowerment - Education model which states that knowledge comes not from “experts” but rather, group discussions and knowledge people have from within themselves and their communities.

The job aids are meant to be used as a package, in conjunction with a mentorship guide which outlines targeting on age profiles, key content and participatory methodologies based on USAID mentorship curricula, as well as a simplified mentorship process and template. Specific reference is made to priority job aid themes previously covered for further discussion on issues that come up through mentorship discussion. Highlighted job aids referenced here include Insika Job Aids 5: My Children and Me and Job Aid 7: PrEP and PEP accompanying PrEP video, as well as My Children and Me.

While the issues tackled in these new job aids have not been previously extensively dealt with through evidence-based SBC materials, where possible, every effort was made to engage existing curricula which are based on these models. Tested experiential techniques were reviewed and specific activities adapted to AGYW in the Eswatini context. Additional new content was developed to enhance individual mentorship plan development and mentorship sessions. Detailed references are provided below for each activity source and adaptation.

Activity 1: Take A Stand: concept adapted from Grassroots Soccer AMAA SKILLZ Toolkit (2016)

Activity 2: Reflections on Alcohol's Promise and Reality: adapted content from review of multiple alcohol literacy communication tools aimed at adolescents and young adults - including mediadetectiveprograms.com or alcoholliteracychallenge.com and video advert source: www.youtube.com/watch?v=OrDAfhj7UOg

Activity 3: Am I Safe? Revisiting Mapping of Unsafe Places and Situations - Alcohol In My Community: Adapted from Soul City (2009) Buddyz' Learn About Alcohol and Take Action – source: <file:///Users/tbestwork/Downloads/Alcohol%20&%20You.pdf> and <https://www.thecompassforsbc.org/project-examples/buddyz-learn-about-alcohol-and-take-action>

Activity 4: Stay, Walk Away, Get Help!: Adapted from Soul City/Buddyz - source: <https://mn.gov/mmb-stat/behavioral-health-grant/social-emotional-learning-and-1st-curriculum-overlap.pdf>. 'I' statements adapted from JHCCP (2008) African Transformation, Grassroots Soccer AMAA SKILLZ Toolkit and *Ematje Ekwewela* (Stepping Stones 2015) Swaziland for the REACH III Project, which is adapted from Jewkes R et al. Stepping Stones (2008) South Africa

INSIKA YA KUSASA JOB AID SET DEVELOPED FOR AGYW (15-29) MENTORSHIP SESSIONS

